

The National Nurturing Schools Programme  
Assessment Report



Establishment name and address	Harbinger School Cahir Street Isle of Dogs E14 3QP
Headteacher/Principal	Mrs Nimesha Nagahawatte
NNSP trained staff	Fiona Keogh- Deputy Head Teacher Azmina Vaid- Pastoral Lead
Assessment date	28 <sup>th</sup> April 2026
Assessor	Carrie Thorne
Trainer	Sarah Gristwood
Review date	2029

## STANDARDS

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of pupils are assessed and tracked.			✓
1a.2	Nurture principles are defined and explained to pupils.			✓
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy			✓

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and carers feel valued and welcomed in the establishment.			✓
1b.2	Nurture principles are defined and explained to parents and carers.			✓
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need.			✓

1. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.			✓
1c.2	Nurture principles are defined and explained to all staff.			✓
1c.3	Staff are given opportunities to discuss, develop and review shared values.			✓

1c.4	There are clear expectations of how all adults in school relate to children when in or out of class.			✓
1c.5	Staff are actively involved in The National Nurturing Schools Programme.			✓

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d. 1	The establishment works with stakeholders within the community.			✓
1d. 2	Nurture principles are defined and explained to stakeholders.			✓
1d. 3	The establishment is used as a resource within the community.			✓
1d. 4	The community is included in development plans.			✓

1. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a. 1	Nurture principles are incorporated in curriculum planning and delivery.			✓
2a. 2	The social and emotional needs of pupils are addressed.			✓
2a. 3	Behaviour is dealt with consistently by all staff.			✓
2a. 4	Pupils are involved in developing and evaluating their learning.			✓

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing

2b.1	Provision and strategies promote pupil welfare and wellbeing			✓
2b.2	Pupils feel safe and secure.			✓
2b.3	Pupils feel valued, respected, included and listened to.			✓
2b.4	Pupils are prepared for transitions in life.			✓

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b.5	Provision and strategies promote staff welfare and wellbeing			✓
2b.6	Staff feel valued, respected, included and listened to.			✓
2b.7	Staff access relevant professional development.			✓
2b.8	There are opportunities for reflective collaborative problem solving for staff			✓

2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	Nurture principles are reflected in the development of the environment.			✓
2c.2	The environment is safe and welcoming for all stakeholders.			✓

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing

<b>3a.1</b>	Organisational and curriculum policies reflect and support nurture principles.			✓
<b>3a.2</b>	Stakeholders are involved in the development and review of policies.			✓

3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
<b>3b.1</b>	Partnership working reflects a nurturing rationale.			✓

3. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
<b>3c.1</b>	There are clear development priorities regarding nurture principles and practice.			✓
<b>3c.2</b>	Resources are deployed to develop nurturing principles and practice across the setting.			✓

3 Leadership and Management		3d. Monitoring and evaluation		
Standard		Developing	Establishing	Enhancing
<b>3d.1</b>	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme (please include attendance and exclusion data from the first self-assessment and in all subsequent self-assessments).			✓

## Assessors Summary

This report cannot reflect the hard work that goes on at school every day. A comprehensive evidence file and related documents have been provided as part of the assessment process by the school. This includes attendance and exclusion data, Case Studies for Partnership, Community and The Boxall Profile, and a clear understanding of The Six Principles of Nurture, as evidenced in the application and the Principles into Practice report.

Harbinger Primary School, located on Cahir Street in the Isle of Dogs, is situated within a vibrant and diverse area of East London. The Isle of Dogs is a unique peninsula, surrounded on three sides by the River Thames, and is known for its striking contrast between modern developments - such as the nearby Canary Wharf financial district - and long-established residential communities. This creates a rich and dynamic local context, where families from a wide range of cultural, linguistic, and socio-economic backgrounds live and work.

The Isle of Dogs has a proud history and a close-knit community feel, with many families having long-standing connections to the area, alongside newer residents who bring further diversity. This context is reflected in the school's inclusive ethos and its strong commitment to meeting the needs of its community, recognising and celebrating the rich diversity of the families it serves.

The school has demonstrated a strong and sustained commitment to The Six Principles of Nurture as a foundation for effective teaching and learning. Serving their richly diverse community, Harbinger Primary School places the wellbeing, inclusion, and personal development of every child and their families at the heart of its ethos. Through a whole-school approach grounded in The Six Principles of Nurture, the school has created a safe, supportive, and emotionally responsive environment where pupils are enabled to thrive both academically and socially.

This is perhaps most powerfully illustrated in the words of one staff member, who reflected: "Nurture has helped give us the missing pieces to each child's jigsaw. We can now help them by completing their pictures with them." This thoughtful analogy captures the compassionate and holistic approach staff have embraced in supporting each child's individual development.

**Examples of excellent practice include:**

### **Leadership at the Heart of Nurture: Driving the Programme Forward**

A key strength lies in the leadership of the National Nurturing School Programme (NNSP) at Harbinger. With clarity of vision and a deep commitment to inclusive practice, Nurture leads Fiona Keogh (Deputy Head Teacher) and Azmina Vaid (Pastoral Lead) have ensured that The Six Principles of Nurture are lived and breathed across the school. Their

strong and purposeful leadership has created consistency, enabling all staff and pupils to feel supported, understood, and able to thrive. The dedication and commitment of Fiona and Azmina are instrumental in driving this work forward.

Although it was highly evident that this achievement reflects a collective effort, special recognition should be given to Fiona and Azmina. They are both passionate champions of the NNSP within Harbinger. The application materials, including the case studies and self-assessment, provided a comprehensive insight into the school, not only in terms of its ethos and values, but also its strategic approach and impact. Both Fiona and Azmina demonstrate a deeply reflective approach rooted in their many years of service at the school and embody The Six Principles of Nurture in all aspects of their work. Staff spoke highly of them, and the respect they hold for them was clear: “Fiona and Azmina model exemplary practice every day; they are what we all aspire to.” Parents supported this view: “Azmina is amazing, she has gone above and beyond in helping my family and me.” It is clear that the pupils and families at Harbinger are central to everything they do, and they are a real asset to the school.

### **Nurture in Action: A Culture Built on the Six Principles**

The school’s commitment to embedding The Six Principles of Nurture is both evident and deeply felt throughout its community. There is a genuine warmth in the way staff understand and respond to children, recognising that learning is inseparable from emotional wellbeing. This was evident during the pupil interview session, where pupils and their teacher engaged warmly and shared moments of laughter while thoughtfully responding to questions exploring the serious themes underpinning The Six Principles of Nurture. Relationships sit at the heart of the school’s practice, with adults consistently providing a safe, predictable, and caring environment in which pupils can begin to thrive.

It is clear that the school does not treat The Six Principles of Nurture as a framework to be referenced occasionally, but as a living, breathing part of daily school life. This is reflected in the intentional and creative ways they have been introduced and sustained across the school. As Azmina explained, “The Six Principles of Nurture were introduced to the children in 'Talk Tuesday' class assemblies. Each principle was linked to a personalised story written by our talented Fiona, and then followed up with a class-based task to further demonstrate what each principle means to them and what this looks like at Harbinger. Nurture principles are now displayed in each class and on a display in the reception area for all to see.” This thoughtful, creative approach ensures that pupils not only hear regularly about the principles but actively engage with and internalise them because they are so memorable.

The work completed with staff was equally purposeful and collaborative. Fiona reflected, “On the Autumn INSET Day in 2024, we relaunched the school values to all staff and introduced The Nurture Principles, so staff could see how they fit with our school values and what we already do. As a staff, we aligned the two, so they became one. We did a

staff audit around them. Then ALL staff helped support organising the learning environment and creating nurture spaces around the school as a priority.” This collective ownership is evident in the consistency of practice across the setting and in the care taken to ensure that emotional environments reflect nurturing values.

The physical and visual environment further reinforces this ethos. A central nurture display board showcases each of The Six Principles of Nurture with child-friendly definitions, illustrations, and quotes from pupils about what The Six Principles of Nurture mean to them. This not only celebrates pupil voice but also helps staff, visitors, and children connect with and understand the school’s nurturing approach. They are visible in every classroom and shared spaces, serving as a constant reminder of the school’s values in action.

Beyond the school environment, there is a strong commitment to sharing and celebrating this work with the wider community. A dedicated page on the school website celebrates their nurture work and The Six Principles of Nurture. It is regularly updated with news about nurture groups and ongoing practice. The inclusion of a “Principle of the Week” in the weekly newsletter further strengthens this connection, ensuring that families are part of the journey and language of nurture.

Staff demonstrate a thoughtful awareness that children’s behaviour is a form of communication, responding with patience, empathy, and curiosity. This approach creates a culture where every child feels seen, heard, and valued. Transitions are handled with sensitivity, routines provide security, and there is a strong emphasis on helping children develop the language to understand and express their feelings, reflecting a deep understanding of child development and the importance of meeting pupils where they are. Children shared, “I know that if I’m worried, I can talk to the teachers about anything.”

The pride and care taken by staff in fostering an inclusive, nurturing environment are unmistakable. All staff shared anecdotes and examples of how this had been developed and enhanced over the 2-year journey. Their commitment goes beyond policy - it is embodied in their relationships, their language, and their unwavering belief in every child’s potential. As a result, pupils are supported not only to engage in learning but to grow in confidence, resilience, and self-worth.

This is a school where The Six Principles of Nurture are truly lived. The dedication, compassion, and reflective practice of the entire staff team are making a meaningful and lasting difference to the lives of the children in their care.

### **Using the Boxall Profile® to Deepen Understanding and Champion Every Child**

The school’s use of The Boxall Profile® is a clear and growing strength, underpinned by a well-articulated vision to enhance and refine already effective nurturing practice. Rather than introducing The Boxall Profile® as a standalone initiative, leaders have

thoughtfully positioned it as a tool to deepen understanding, sharpen provision, and ensure that support for pupils' social, emotional and mental health is both targeted and impactful.

This strategic approach is evident in the investment in professional development. The completion of the Boxall Competencies course by the Nurture Group Leads, alongside the growing number of trained staff, has created a strong foundation for consistent and confident use of the tool across the school. Azmina shared, "We now have 10 members of staff trained and plans in place to develop this further," reflecting the school's commitment to building collective expertise. Regular meetings for the Behaviour Lead, SENCo, and Learning Mentor to analyse the data further strengthen this capacity, ensuring that The Boxall Profile® is used meaningfully to support children across a range of needs and contexts.

The school is already using The Boxall Profile® effectively to identify pupils for nurture groups and targeted interventions. Profiles have been completed for focused groups in each key phase, with data used to inform Individual Education Plans (IEPs), behaviour plans, and small group interventions. The Learning Mentor is also using The Boxall Profile® to support children on their caseload, ensuring that interventions are responsive and tailored. This work is complemented by regular speech and language sessions with a strong emphasis on social communication, demonstrating a joined-up approach to supporting pupils' development.

Importantly, leaders are ambitious in their vision to extend this impact further. They shared their clear and well-considered plans to enhance and strengthen the use of the tool across all classes, enabling it to inform whole-class strategies and strengthen universal provision. This reflects a desire not simply to support individual pupils, but to enhance the social and emotional climate of the entire school. As one member of staff insightfully noted, "It is so important to us because it helps identify small details and helps us understand the importance that nothing is too small and we must pay attention to the little things." This attention to detail is a defining feature of the school's nurturing approach, which really stood out on the assessment visit.

The case study provided by the school further illustrates the thoughtful and systematic implementation of The Boxall Profile® Online. Whole-school analysis, with a particular focus on vulnerable groups, including pupils eligible for Pupil Premium, identified common developmental needs, particularly in areas relating to purposeful attention and constructive participation. These insights have supported staff in understanding how underlying SEMH and attachment needs can present as barriers to learning and behaviour. Strong relationships have been made as a direct result of this work, and staff shared beautiful examples of warm interactions that are having a profound impact on children's behaviour and confidence within the classroom. "As a result of all the Boxall work, we can see how it is actively shaping both our practice and provision. The impact

is already evident: nurture groups have significantly reduced behaviour incidents, particularly in upper Key Stage 2, improved pupils' social and emotional skills, positively influenced classroom practice, and contributed to improved attendance. It is remarkable, really.”

Notably, 45 children - representing 18% of the school - have already benefited from nurture provision informed by the Boxall Profile®.

What stands out most is the way in which staff value the tool and the difference it is making to their understanding of children. One colleague reflected, “I’m so glad we have it. Working with so many children for so long, I knew something was missing. The Boxall helps us identify what is missing. It helps us do a better job.” Another highlighted its role in ensuring no child is overlooked: “Nurture helps us help the children that need help - those that would otherwise get missed. They’re not SEN or have a label, so ordinarily wouldn’t get help. The Boxall helps us help them.”

These reflections shared on the assessment visit capture the essence of the school’s approach: a deeply held belief that every child’s needs matter, combined with a commitment to using evidence-based tools to respond effectively. The Boxall Profile® is not only strengthening existing practice but is also enabling the school to move forward with clarity, purpose, and a shared language around children’s social and emotional development.

### **A Whole-School Culture Shaped by Visionary and Relational Leadership**

The school benefits from strong, consistent leadership with a clear and unwavering vision that places relationships, wellbeing, and inclusion at its core. Since joining the school in 2020 during the significant challenges of the COVID period, the Headteacher has provided stability and direction, stepping into the role fully in 2023 with a leadership style rooted in high levels of communication and visibility. Staff describe her approach as having “a VERY open-door policy,” reflecting a culture where dialogue, support, and collaboration are actively encouraged. Leaders and key staff leading on NNSP and trauma-informed practice, including Fiona, Azmina and Jade, demonstrate a deep and shared understanding of the intrinsic link between wellbeing, behaviour and learning. They have successfully translated and combined these into consistent, whole-school practice. Expectations across the school are high, yet they are underpinned by empathy, consistency, and a genuine commitment to meeting individual needs. They described being given “time to ensure these are fully embedded,” reflecting the priority placed on collaboration.

This is further reflected in a school culture grounded in a “no shame, no shouting” philosophy, where adults model calm, respectful interactions and support children to regulate and reflect. Staff adopt a thoughtful, relational approach, described as “noticing, wondering... being curious”, which ensures that behaviour is understood rather

than judged. Approaches such as the Zones of Regulation and communication boxes are used effectively to provide a shared language for emotions and behaviour; however, leaders are clear that these are not standalone programmes, but tools within a wider, deeply embedded relational approach. Fiona articulated, “It is all about empathy, learning, and a lot of modelling from all adults in the school.”

The school’s commitment to this work is further evidenced by achieving the Silver Trauma-Informed Award, a recognition that reflects the school’s embedded practice in understanding the impact of trauma on children’s development and behaviour. This award signifies that staff across the school have developed a strong awareness of trauma-informed principles and are consistently applying strategies that prioritise safety, relationships, and emotional regulation. It highlights the leadership’s vision and whole-school commitment to creating an environment where children feel secure, understood, and supported to succeed. What was very impressive was hearing Fiona, Jade and Azmina describe how the work in this area has been intertwined with the work on the NNSP and how they have made a strong nurture team with the learning mentors, Sultana, Naz, Jackie and Nabeela, whom I also had the pleasure of meeting.

### **Staff Wellbeing: A Culture of Care, Collaboration and Professional Growth**

Staff wellbeing is a clear and embedded strength of the school, underpinned by a culture that values, listens to, and actively supports its staff. There is a strong sense that wellbeing is not treated as an add-on, but as a central pillar of the school’s ethos, reflecting the same nurturing principles that underpin work with pupils.

Recognition and appreciation are woven into the fabric of daily school life. Weekly staff nominations, termly breakfast events, and staff social gatherings, chosen through staff vote, create a strong sense of community and belonging. These moments, alongside informal gestures such as treats in the staff room and public acknowledgement of effort, contribute to a positive and affirming environment. As one member of staff shared, “SLT really invest in us; there is continued professional development as well as the lovely things like nice treats in the staff room and staff shout-outs.”

The school also demonstrates a thoughtful and personalised approach to wellbeing through its performance management systems, where individual staff wellbeing objectives are included. This ensures that wellbeing is not only discussed but actively prioritised and reviewed. Weekly staff briefings further support this by signposting available services, including access to talking therapies and sessions with a wellbeing and counselling worker, ensuring staff are aware of and able to access support when needed.

A strong commitment to professional development also contributes significantly to staff wellbeing and morale. The school invests heavily in continuous professional development, recognising that growth and progression are key to job satisfaction and

retention. Opportunities such as NPQ qualifications for middle leaders and senior staff, alongside specialist training, such as Level 5 SEMH qualifications currently being undertaken by Nurture Mentors and HLTA, demonstrate a clear commitment to developing expertise at all levels. This investment is both strategic and empowering, enabling staff to feel valued and confident in their roles.

A key feature of this strength is the school's commitment to shared decision-making. Staff are meaningfully involved in shaping key policies and practices through working groups and consultation processes. For example, the behaviour policy has been reviewed collaboratively by all staff, ensuring a sense of ownership and alignment across the school. This inclusive approach is further strengthened through regular opportunities for staff voice, including termly surveys and structured feedback sessions. Importantly, staff see that their views lead to action, with planned workshops and ongoing work through a trauma-informed working party demonstrating a responsive and reflective leadership approach.

Workload and work-life balance are also carefully considered. Flexible approaches, such as the opportunity for PPA to be taken at home, are appreciated by staff and contribute positively to their wellbeing. As one colleague noted, "I appreciate having PPA at home more than they know; it really helps me have a work-life balance."

What is particularly striking is the strength of relationships between staff, which further enhances this culture of wellbeing. There is a genuine sense of belonging and connection, with staff describing the school as "my second family" and "the best workplace I've ever been in." Others shared that "it just feels like home because it is so welcoming," highlighting the warmth and inclusivity that permeates the staff team. The staffroom itself has become a nurturing space: "the staffroom has become like a nurture room for us staff. It is our safe place." These reflections speak powerfully to a culture where staff feel emotionally supported as well as professionally valued by leadership and each other.

The strong sense of community is reflected in exceptionally high staff retention. The school benefits from many long-standing members of staff, including one individual with 32 years of dedicated service. In one meeting alone, staff present collectively represented over 90 years of service to the school - a remarkable testament to loyalty, commitment, and job satisfaction. Many staff are proudly "home-grown," having started as volunteers, progressed into support roles, and gone on to become qualified teachers. Some even shared that they themselves attended the school as pupils, returning later in their careers to contribute to the same community that once supported them. This deep-rooted connection creates a powerful sense of continuity, pride, and shared purpose.

Overall, the school has created a culture where staff feel heard, supported, and valued. This strong foundation of wellbeing not only enhances staff satisfaction and retention

but also directly contributes to the nurturing, consistent, and positive experiences of the pupils in their care.

### **Hearing the Impact: Pupil Reflections on Nurture**

It was an absolute highlight of the assessment to spend time with the pupils, and a real privilege to hear their voices so clearly and confidently. I had the pleasure of meeting with both KS1 and KS2 groups, and they were a delight throughout - engaged, thoughtful, and demonstrating a strong understanding of The Six Principles of Nurture. They spoke with clarity about who they could turn to if they were worried, with one pupil sharing, "If we are worried, we can go to any adult or another pupil," reflecting a strong culture of safety, trust, and connection across the school.

What was particularly striking was the way pupils articulated the impact of the nurturing environment on their own wellbeing. One pupil shared, "There is a sofa with pillows on it and jigsaw Jack, these things help me keep calm," while another explained, "If I'm worried I put rainbow relaxation on or sit on Fiona's couch." These comments beautifully illustrate how embedded and accessible supportive strategies are within daily school life. Pupils were also keen to recognise the positive changes that have taken place, with one noting, "I've seen the changes around school, and they are so much better for us as pupils."

The introduction of structures such as the "legendary line up" was also highlighted as impactful, with pupils explaining, "Legendary line up has been good for us as pupils as it provides more structure and helps me feel safe." This reflects how thoughtfully implemented routines are contributing to a sense of predictability and security.

When asked to describe their school in one word, pupils chose: calm, fun, home, and fantastic - a powerful and authentic testament to the culture that has been created.

Across both groups, pupils demonstrated impeccable behaviour, maturity, and a genuine pride in their school. They spoke positively about the wide range of opportunities available to them, including lunchtime and after-school clubs, which they described as "really good." It was a pleasure to spend time with them, and I would like to thank them for their attention, honesty, and the warmth with which they shared their experiences.

To summarise, Harbinger School is clearly a very special place, filled with equally special people who collectively embody a whole-team approach to nurture. Across every role within the school, there is a shared commitment to ensuring that children and families feel welcomed, valued and that they truly belong. This culture of connection begins before children even step into their classrooms and is brought to life through the warmth and care shown by staff each day. George was spoken about with enormous affection by both children and parents, with one parent sharing, "I feel happy as I enter the school because of George," while another reflected, "Oh yes, George and his high fives set the tone of the day, they can turn even a bad morning into a good one." Anna was also

recognised as an integral part of this welcoming culture, with comments such as, “Anna is the same - she has the biggest smile as you cross the road. All this love before the school day begins.” Lloyd’s contribution to the nurturing ethos was equally powerful, particularly through his presence within the playground and his work around equality and inclusion. As one member of staff explained, “Lloyd brings nurture into PE and the playground and has such a presence here that the children really take note. He has taught so much about equality.” Together, these reflections beautifully capture how nurture at Harbinger is not confined to specific interventions or roles but is instead lived and modelled by all staff through the relationships they build and the sense of belonging they create every single day.

I would like to extend my sincere thanks to all the pupils, staff and families for their time, honesty, and warmth shared throughout the assessment process. The openness with which you engaged and the genuine welcome I received made it a truly positive and enriching experience.

Overall, the school demonstrate a strong, values-driven approach to nurture, underpinned by reflective practice and a clear sense of purpose. You should feel justifiably proud of all that has been achieved - this accreditation is very well deserved.

It is clear that nurture is not only embedded in your practice but continues to evolve with ambition and care. I wish you every success in your future endeavours and very much look forward to seeing how you continue to develop and grow your nurturing approach in the years ahead.

#### **Quotes from the assessment day:**

- **Azmina and Fiona have led it thoroughly and with absolute focus. (Headteacher)**
- **Azmina is our backbone; she is our support. (member of staff)**
- **Nurture is the most protected time on the timetable. (member of staff)**
- **The training sounded like a dream, but I wondered if it was achievable. Two years in it is so embedded and has become a reality. (member of staff)**
- **When we started this, I thought WOW- this is such a refined approach to what we do and will help us focus. It has had such a positive impact and is like a breath of fresh air. (member of staff)**
- **Nurture helps us do our job properly. (member of staff)**
- **As parents, we are all involved in our children’s journey (parent)**
- **The school does not feel like a school; it is so much more than a place of learning. (parent)**
- **As a working mum, we can’t access all the things they offer, but I am kept very much involved. (parent)**
- **Harbinger is a very special place. (child)**

Recommendation
<b>We recommend Harbinger School for the National Nurturing Schools Award</b>

Areas for development	Timescale
<p>The Boxall Profile. Continue to use:</p> <p>To further enhance the school’s understanding of pupil wellbeing, explore the feasibility of implementing the Boxall Profile as a universal assessment tool for all pupils. This will support early identification of social and emotional needs and inform targeted, responsive interventions across the school.</p>	Ongoing
<p>Nurture Principles.</p> <ul style="list-style-type: none"> <li>• Ensure a consistent and sustained nurturing approach. Incorporate the Six Principles of Nurture into relevant policies as they come up for review. This will support the continued embedding of nurture at a strategic level and ensure alignment between policy and practice.</li> </ul>	Ongoing
<p>To further strengthen parental engagement, the school could develop opportunities for parents and carers to actively participate in nurture group sessions. This could include learning about The Six Principles of Nurture and the Zones of Regulation, with a focus on how these approaches can be effectively applied within the home environment. In addition, the school could offer workshops to support parents in understanding the importance of play and how to engage in purposeful play at home. Consideration could also be given to establishing a lending library of resources and toys to enable families to further embed these approaches beyond the school setting.</p>	Ongoing

<p>To strengthen collaboration with families, the school will explore the creation of a Family Nurture Working Party. This group will provide a platform for parents and carers to contribute to the development of nurturing practices, share experiences, and work in partnership with the school to further embed a nurturing ethos within the wider community.</p>	
<p>Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.</p>	<p>Ongoing</p>
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	<p>2029</p>